

THE POSTGRAD

**October
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SEE PAGE 17

ASSOCIATION OF ALUMNI
SIR GEORGE WILLIAMS COLLEGE
MONTREAL



THANKSGIVING ISSUE — — OCTOBER 1955

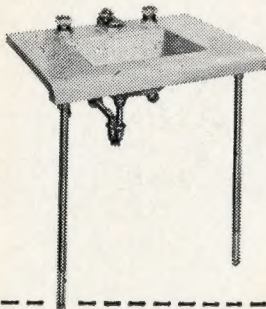
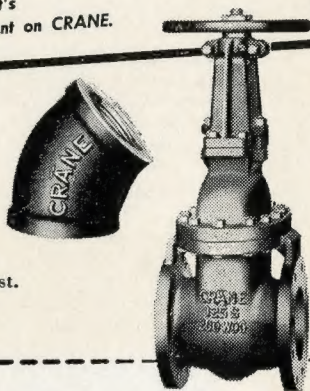
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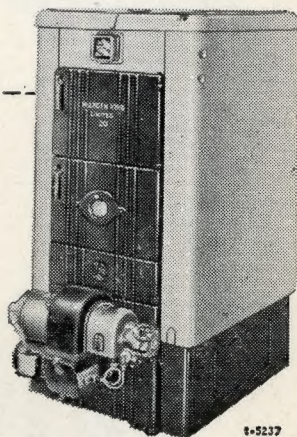
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THANKSGIVING ISSUE

OCTOBER 1955

CONTENTS

ASSOCIATION NEWS

President's Page	3
Social Chairman	4
Bob Hayes	4
Postgrad Patter	5
Paris Bulletin	6

GEORGIANNALS

Principal's Page	9
Prof. Compton	10
Psychology Grads	13
Retail Schools	15
Business & Professional	16

IDEAS AND OPINIONS

Editorial	18
Approaches of the Teaching	19
Self-Help	20
Is There a Need	21
Some Aspects	27
The Worst Is Not	34

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ASSOCIATION NEWS

THE PRESIDENT'S PAGE

by LEONARD ROSENBERG

President, Association of Alumni, Sir George Williams College

AFTER A NUMBER of years our former editor has resigned his position due to the pressure of his regular duties. I am certain all members of our association will join with me in thanking Bob Hayes for his efforts on our behalf and for the excellent job he has done. Joe Colucci, whom many of you know personally, has replaced him in this position, and again I join with you in wishing our new editor the greatest success.

Your Alumni activities are continuing to expand. Elsewhere in this issue you will find publicity of our forthcoming social and recreational events. I trust still more of you will join in these activities—they have proved a great success.

Our intentions of aiding fellow graduates, undergraduates, and the college itself, are now proceeding along more definite lines. Concrete plans are developing toward inaugurating the system of an annual assessment or fee mentioned in the last issue of the Postgrad. This system will go into effect next Spring. With the funds made available the association plans among other activities; scholarships or bursaries to undergraduates, and help in a number of ways to the college and faculty. In fact, with the College's new building being occupied early in the new year I feel the assessment method of fund raising could not have been developed at a more appropriate time.

If each of us were to donate \$10 to the college it would be difficult to imagine a specific goal. However, with the funds accumulated from the overall graduate body, bequests of constructive and impressive proportions are easily visualized.

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THE SOCIAL CHAIRMAN REPORTS

Another social season is upon us—one which we hope will keep the alumni satisfyingly busy. This year the social committee is planning many events that have been asked for by the membership.

The first and biggest of these festive occasions is the *Founder's Day Dance* to be held at the Ritz-Carleton Hotel. Your Social Chairman invites you to make this a memorable event.

Again this year the committee is planning several film nights. Last year these showings were highly successful and graduates expressed the desire to see more films of fine vintage.

Among other events planned are included a formal dinner dance and some dinners to which noted speakers will be invited.

Remember, the committee can only plan the affair. *You* can make it successful.

The Social Chairman will be pleased to receive suggestions regarding the winter and spring program.

GERALD MILLER,
Social Chairman.

REMEMBER
THE DANCE . . .
SEE P. 17!

Bob Hayes Resigns

With considerable regret the Association of Alumni has finally accepted Bob Hayes' resignation from the editorship of *The Postgrad*. Bob brought an assiduous energy towards his editorial duties and devoted much more time to them than the Association would have dared ask of any editor.

It is a pleasure, here, to salute Bob's work and interest in Georgian activities, particularly in *The Postgrad*.

To Jill, his lovely wife, the Association also wishes to express its thanks for her patience and fortitude during Bob's busy tenure as editor.

In closing, it is significant to record, as an example of Bob's devotion to SGWC alumni affairs, that he has not completely cut ties with *The Postgrad*. He will help to fashion the popular department known as *Postgrad Patter*.

Thank you, and hello, Bob!

Lost Alumni

- 1941—John H. Wilson, B.Sc.
1943—Charles Z. Godlovitch, B.A.
1945—Rose Wax, B.A.; Beverley Shulman, B.A.
1948—Marcel A. Desmoreau, B.Sc.
1950—Henry H. Y. Chow, B.A.; Beverly D. Trent (McGlaughlin), B.A.
1951—Gordon D. Morrison, B.Com.; William J. Asselin, B.Comm.
1952—Roger A. Latour, B.Comm.
1953—Frederick Sidney Land, B.Comm.

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Postgrad Patter

By BOB HAYES

First off this month we'd like to take our hats off to Joe Colucci—the newly-named editor of The Postgrad. A well known man-about-the-corridors during his undergraduate days, we know he'll do a great job with the magazine. But in the future as in the past the editor will need the help of every member of the association in gathering the news. Let's all get behind him to make The Postgrad bigger and better than ever . . . Secondly Gerry Miller tells us that the alumni's first annual Founder's Day Dance will be held Oct. 8 at the Ritz-Carlton Hotel—so now's the time to get your party together and plan to make an evening of it. Further details on the "social event of the season" will be found elsewhere in this issue . . .

Georgians go marching along—Donald Gordon Morrison married back in July . . . Eleanor Grant and Bill Shaver waiting for those wedding bells to ring on Oct. 30 . . . Bob Kouri of Rosemount High and Red Feather fame also married in July—Mrs. Kouri is the former Joan Basada, of Noranda . . . Louis Douglas Campbell and Isobel McGillis tied the knot in the Town of Mount Royal United Church Sept. 17 — he graduated in commerce from Sir George and she received her degree from McGill . . . Bob Overing and Doone McMurtry married on Oct. 1 . . .

Here, There and Elsewhere—Don and Patty Cooke from down Hamilton way were in town for a few days in September to renew old acquaintances . . . Jane Hammond of The Star is back at her desk again after an exciting tour of England and the Continent . . . Alex and Joan Shatilla to be the proud parents in the near future . . . No you weren't seeing things that was Midge Palmer and her husband Stan in the Life feature on Blind River, Ont., August 1 issue . . . Bill Rice, a former Georgian columnist and '55 grad, now with Canadian Press . . . Flight Cadet Ted Abramovitch has been posted to Moose Jaw, Sask. with the RCAF . . .

Shirley Pope is now working as a librarian at the Providence Hospital School of Nursing in Portland, Oregon . . . She would like to hear from other grads in the area . . . Glad to discover that Vernon Bartlett ('50) is not a lost alumni. Vern lives in Valois . . .

Oscar P. Sykora, Jr., who received his B.A. degree at last June's convocation, was honored the same day with his Master of Arts (Magna Cum Laude) from the University of Montreal. He did his graduate work in the field of Slavonic studies . . . Congrats to Mr. and Mrs. Hartland Punt—she was the former Joan Mathews—on their new son . . . The McFarland's—Chris and Heather—expecting a second addition to the family . . . Bill Aaron is now with Royal Werry, Q.C., in the Tramways Building . . . Four Northern Electric men were awarded their degrees at the '55 convocation—Frank Hughes, Ken Bennett, and Peter Griffin, all B.Sc., and Dick Lavoie, B.Com. . . . Jack Poirier, also of Northern, was elected president of the college's evening undergraduate society for the 1955-56 term . . . Our apologies—two other of the company's employees also received degrees, Al Crone and Dave Brown, both B.A. . . . See you at the Ritz . . .

. . . AND DON'T FORGET OUR ADVERTISERS

August 1955

More than 10,000 delegates of YMCA's all over the world gathered in this great city for the YMCA Centennial Conference. The lived in hotels, hostels, universities and commuted daily to Conference centres at the Sorbone, Lycee St. Louis, and the Palais des Sports. All modes of dress, customs, languages, and interests were represented as the delegates met, in the sight of God, to consider mutual problems confronting all men in these difficult times. Sitting down, as we did last night, at a dinner with more than 600 representatives of the YMCA from nearly all the countries of the world, left us feeling more than a little inadequate.

We were particularly impressed by the terrific organizational job which was accomplished by the World Committee;

delegates were received and their registration was accomplished in a minimum of time. There was little confusion and what there was was met with complete patience on the part of the officers.

The Secretarial Conference met in the Lycee St. Louis, across from the Sorbonne. It was divided in 15 groups of about 35 representatives. About eight of these groups used English as a basic language. The three main topics were:

- a) The YMCA Secretary as a Professional
 - b) The YMCA Secretary as a Christian citizen
 - c) The YMCA Secretary as a person
- The groups selected their own areas of discussion within these topics.

The underlying theme of the discussions was found to be concern—concern for other people and a betterment of our Christian society throughout the world.



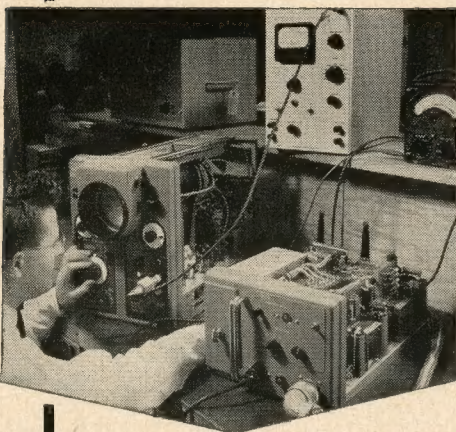
Challenge to Youth

Students who are graduating this year will be entering a highly competitive search for good positions in Canadian industries. But they will be facing this competition during a period of unprecedented industrial expansion! Those of you who are to become electrical or mechanical engineers will find for instance that the electrical industry in Canada has progressed enormously.

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GEORGIANNALS

THE PRINCIPAL'S PAGE

NEW HOME SOON



By Dr. K. E. NORRIS,
Principal Sir George Williams College

SIR GEORGE WILLIAMS COLLEGE stands on the brink of moving into its new home. The new College building is almost ready for occupancy. The contractors have promised it for January, 1956. At that time the College will commence moving its effects into the building, and continue this gradual moving process until late in the academic year.

It looks very good. The new building has now taken shape so that one can see the form of the class rooms, laboratories and studios. The dream is beginning to be realized, and we shall soon be able to dispense with the annexes that we have been occupying on Drummond and Stanley Streets. These annexes have served this purpose.

An altogether new situation will face the College as it makes this move. The administrative staff of the College will all be housed in the new building, while the staff of the Schools will occupy the place in the old building which the staff of the College formerly occupied. A hall seating about 400 people will be available to replace Colley Hall in our seating plans. Very good and up-to-date laboratories for Physics, Chemistry and Biology will be available. Three art studios will occupy the top floor of the building, and there will be an increase in the number of class rooms to slightly more than make up for the loss of the annexes. New and fresh student quarters will be available.

The new building is big, very big. It is to be hoped that this bigness does not overwhelm the institution. It should not do so if the students and staff refuse to think in those terms. It should be more cohesive and less rambling than were the seven annexes it occupied during the past two years. It is to be hoped that events will develop in this direction, and that Sir George Williams College will continue to be the friendly, rather tightly-knit institution which it has been all along.

K. E. NORRIS,
Principal.

(Editor's Note: An approximation of Dr. Norris' reference to the new building may be found on page 11. The picture was taken early in August and is therefore passé but it will serve to suggest how close we are to architectural fruition.)

Prof. Neil Compton Stricken With Polio

The executive of the Association, at its August meeting, was saddened to learn of Prof. Compton's illness.

The latest news is cheering. Prof. Compton is beginning to spend short periods outside the iron lung and he has expressed the possibility that he might return to some of his duties by January.

With this cue, *The Postgrad* (for all his friends and acquaintances, we are sure) expresses the wish and hope for Prof. Compton's speedy return to his family and college by quoting some lines from 'Ash Wednesday':

The new years walk, restoring
Through a bright cloud of tears,
the years, restoring
With a new verse, the ancient
rhyme.

**RICORDATEVI DELLA
SERATA DI
BALLO . . . P. 17**



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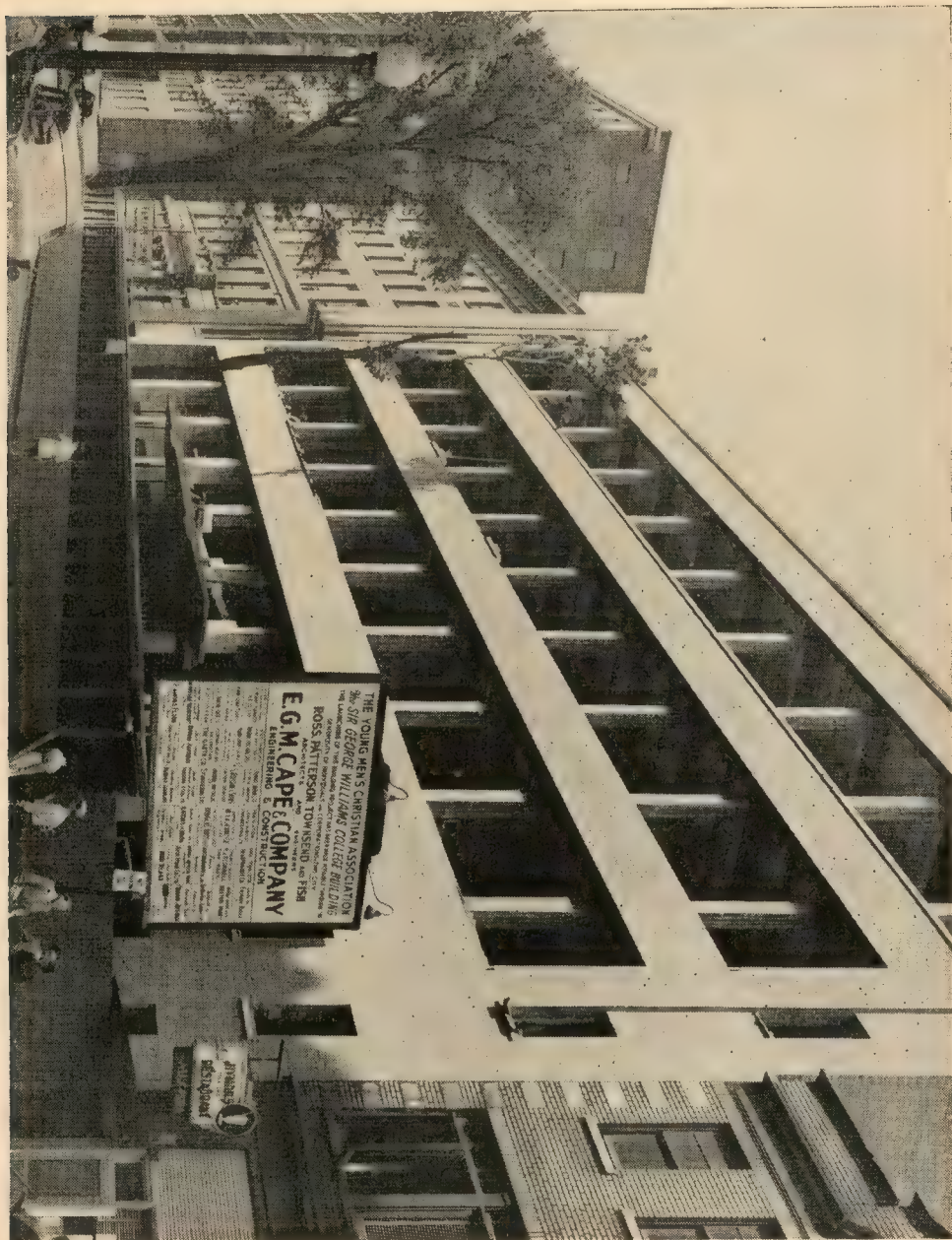
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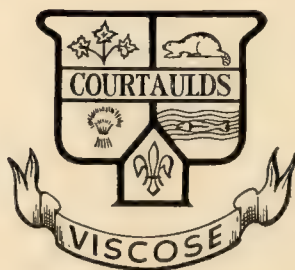
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PSYCHOLOGY GRADS

PRINCIPAL NORRIS has suggested that the Association of Alumni and the readers of the *Postgrad* might be interested in the following information about some of our graduates who have specialized in psychology. Many students who major in psychology continue their studies in social work or education. Some go into medicine, law, sociology, anthropology or other social sciences. However, since 1940, roughly about forty students have gone on to do graduate work in psychology and secured either masters or doctors degrees in this subject. Unfortunately I have lost touch with some of them, so I am listing only those for whom I have the necessary information. These are more or less in chronological order.

Gerald Mahoney, Ph.D., McGill; consulting psychologist, firm of Bois & Howard, Montreal; lecturer in psychology at Sir George Williams College.

Ira Iscoe, Ph.D., California; assistant professor of psychology, University of Texas.

Herb Lansdell, Ph.D., McGill; assistant professor of psychology, University of Buffalo.

Bernard (Bill) Hymovitch, Ph.D., McGill; director, Institute of Motivational Research, Montreal.

Ross Thomas, M.A., Iowa; Ph.D., North Western; assistant professor of psychology and student counsellor, Connecticut College for Women.

Charles (Buddy) Boltuck, Ph.D., Indiana; school psychologist in the same state.

Alexander Bartoshuk, Ph.D., McGill; research work, Allan Memorial Hospital; shortly to go to England.

Percy Black, M.A., McGill; research work Harvard, Chicago, Oxford; present position unknown.

David D. Smith, M.A., Minnesota; working for a Ph.D. at McGill; student counsellor and lecturer in psychology at Sir George Williams College.

J. Alexander Sproule, M.Ps.Sc., McGill; assistant student counsellor at Sir George Williams College.

Ronald Clark, M.A., McGill; Depart-

ment of Estimates, Canadair.

Nicholas Fouriez, M.A., Michigan; labour relations for a firm in New York City.

W. F. Carabine, M.A., Queen's; psychologist, Kingston Penitentiary.

Margaret Calvert, M.A., McGill; assistant psychologist, Verdun Mental Hospital.

Dorothy Goldstein, M.A., Columbia; high school teacher, Montreal.

Margo Ujhely, M.A., Columbia; parent child relations, New York City.

George Deshield, M.A., McGill; psychologist, Boys' Industrial School, Ontario.

(Continued on page 24)

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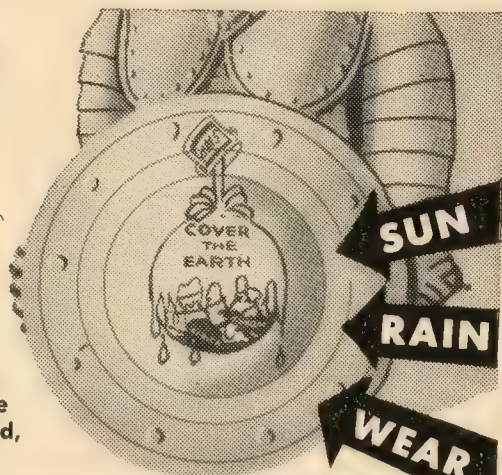
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RETAIL SCHOOL GRADUATION

Eighteen prospective retailers were told last June that they "must be ever on the alert to change with the times and if possible be slightly ahead of them."

Addressing the second annual graduation exercises of the Sir George Williams College School of Retailing, J. W. Eaton, assistant general manager, The T. Eaton Co. Ltd. of Montreal, said the man or woman who has ceased changing, who continues to work on out-dated methods and who resists change is a barnacle on the retail ship."

THE GRADUATES, who received their school diplomas at the exercises, spent the term learning the fundamentals of selling while working for various retail organizations and attending classroom lectures, under Miss Florence B. Greene, M.A., director.

Mr. Eaton pointed out to the graduates that a retail store in simplest terms consists of three components—the physical plant, and equipment, the merchandise, the shelves and the people who operate it.

"In my opinion the personnel is the most important of the three," he declared. "And by that I mean all the people on the payroll from the stock girl to the buyer, from the office boy to the store manager."

The speaker noted that resourcefulness and alertness were qualities highly prized in the ever-changing field of retailing.

"If you like people, this is an asset in retailing," Mr. Eaton told the class. "With all with whom you come in contact during the course of a store day, you are, whether you realize it or not, a representative of the store."

"The customer, by your personality, courtesy, interest and enthusiasm, judges the store through you. Your willingness to do your share and perhaps a little more, your agreeable disposition towards

your coworkers makes the store a more pleasant place in which to work."

"The spectacular changes in retailing over the past half century," he said, "were not the result of a series of accidents, but were due to the foresight, skill and plain hard work of leading retailers who had the courage to experiment with new methods of merchandising."

"So it is today, retailing is never static. The ever-changing pattern of distribution is a fascinating study. To keep pace with it you must have a young point of view and an open mind. You must be courageous yet not foolhardy."

Mr. Eaton said the retail business had been described as 'easy on the head and hard on the feet.' "But that of course depends on which you use the most," he added.

The Canadian Retail Federation Gold Medal was presented to Aime Quintal, top student of the class, by E. F. K. Nelson, general manager of the federation.

The candidates were introduced by Miss Greene and the diplomas were presented by Dr. K. E. Norris, M.A., Ph.D., principal of the college and schools. Miss Mary Henderson was valedictorian.



Business and Professional Milestones

Guiding the affairs of The Junior Chamber of Commerce of Canada for the 1955-56 season is a 34-year old Jaycee, Ross Smyth of Montreal. Mr. Smyth received his B.Comm. from Sir George Williams College in 1953. He is married and is the father of two children. He has been active in a number of other organizations and is a past president of three: Canadian Airline Dispatchers Association; Young Men's Section of the Montreal Board of Trade; Notre Dame de Grace Young Liberals Association.

Stanley F. Brenegan has been appointed as Sales Supervisor Calendered Materials at Canadian Resins and Chemicals Ltd.

Maurice Gold, C.A., formerly with the Dept. of National Revenue, has opened an office at Suite 41, Bank of Montreal Bldg.

James E. Champion, who graduated from SGWC in 1955, has accepted a position with the Armstrong Cork Co. and has entered the firm's Canadian company Sales Training

Nicholas Fouriezios (B.A. '45) is on the consulting staff of Stewart, Dougall & Associates, New York, a management consulting firm. Mr. Fouriezios was president of his class.



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IDEAS AND OPINIONS

EDITORIAL

THE EDITOR INTRODUCES HIMSELF

This is not really an introduction, for as a personality, the editor is not important. This editorial is a request for more participation in the publication of The Postgrad . . . not just because The Postgrad is short of material, but surely because every graduate ought to exhibit more than sentimentality towards his alma mater and his fellow graduates.

RECENTLY, a considerable amount of newspaper to-do publicized the 'thinkers at Pugwash.' An editorial in The Gazette (among other newspapers) suggested that the idea of temporarily hiding from the world's daily activities to get some thinking done was admirable. This editor disagrees with the thesis. Socrates got his thinking done in the middle of Athen's hurly-burly. Milton was a busy bureaucrat while he wrote his poems and when Voltaire retired to his garden he was almost through as a needler. The wanderer in the forest may miss part of the woods because of the trees, but he sees more than the lad who finds shelter in a cave. Nevertheless, this editor hopes the great men had a fine holiday at Pugwash . . . and comes to the point.

The Postgrad asks all graduates, busy ones loaded with responsibilities, or indolent creatures shimmering with *dolce far niente*, to think of its pages as a little Pugwash. The editor hopes to make of The Postgrad an adult vehicle of alumni communication which will reflect the wide variety of SGWC graduates' activities.

Thirty years ago this summer the famous Scopes trial took place in Tennessee. This was an attempt by the State to prohibit the right to think or discuss. Scopes lost the fight but the legal prohibition to teach evolution in Tennessee was ridiculed into obscurity.

As this is being written, a woman of 60 has been fined \$20 or 8 days, here, in Montreal, because nine other women congregated at her house to pray.

The curtailment of liberty, the destruction of beauty, the erasure of truth, the degeneration of happiness may result not only from intellectual or political vandalism, they may originate from the flowering of indifference.

The editor and the members comprising the Publications Committee invite all fellow graduates to give The Postgrad a purpose which will fulfill the College's aim "That students shall grow in character and personality as well as in those techniques and appreciations which may be required in full and satisfactory living."

JOSEPH COLUCCI

(COVER—Quebec Handicrafts courtesy Quebec Publicity Bureau)

Approaches to the Teaching of Chemistry

(Last June, Dr. Sam Madras read a paper before the Chemical Institute of Canada, which met in Quebec City. This article is an abstract of his paper. We reprint it here because we feel it so clearly represents a philosophical approach to teaching and to science. All too frequently teachers find themselves solely concerned with "getting the gen through their thick skulls." Dr. Madras' paper, unavoidably abridged, demonstrates the consistency between a teacher's outlook and his methods.)

The maturity of our knowledge of atomic structure has created unusual teaching problems. A strong trend in recent general chemistry texts is to begin by describing the "ultimate particles", electrons, protons and neutrons; from these, the atoms are "synthesized", arranged in an ideal Periodic Chart, and combined with other atoms by means of covalent or electro-valent bonds. Such material is presented descriptively with little or no experimental justification because, presumably, this solves the difficult problem of chemical theory.

Such a presentation may have certain advantages, but is it science teaching? The logic of the scientific method is lost by reversing the order of theory and experiment. The omission of all reference to the controversies of the past in which important theories were disputed, tested and altered, deprives the subject of its rational coherence and continuity. Verbal description of difficult concepts is a poor substitute for historical derivation and must leave the thinking student unsatisfied.

A historical approach will reveal the operation of the scientific method in the discovery of all the fundamental concepts of chemistry. The logic of the Avogadro

Hypothesis, the drama of its rejection and subsequent vindication, the solution of the problem of atomic weights and molecular formulas, the evolution of the concepts of valence, the rise of the modern atomic theory, the circumstances of the discovery of the neutron and of atomic energy, all are good chemistry and excellent scientific methodology. The science student needs such a foundation for his work and thought while the non-science student can derive an appreciation of the analytical and creative power of science from such a presentation.

ANNOUNCEMENT

Effective in the calendar year 1956, an annual assessment of \$10. will be levied against all graduates of our college. The funds raised through this assessment will be used toward furthering our accomplishments as Alumni for Sir George Williams College in aiding the college and the undergraduate students.

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Mrs. Lillian (Jaslaw) Siegel, B.A., B.Sc.

"... But you must help me—my husband has deserted me and I am left to feed, clothe and shelter our three young children. They'll starve—our landlord is going to evict us!"

"... My husband is a drunkard—we have nothing but constant brawls; the children are terrified by him. Why, Johnny couldn't even study his school lessons last year and has repeat his grade. We can't live with him any longer."

"... I'm so ashamed to have to come to you for help. We've always managed well before this. The hospital gave me this letter to give to you; they think my husband has multiple sclerosis. I'd work but my youngest baby is only six months old. I don't know what to do".

"... A, friend of mine who received help from your agency last year suggested I see you. Janice is running around with a bad crowd; after all, don't *you* think that 3 o'clock in the morning is much too late for a 16 year old to come home. The thought of her racing around town with that idiotic group of teen-age motor-cyclists makes me shudder. Maybe you can advise me—should I be stricter with her and have her hate me?"

I am a case worker at the Family Welfare Association, South District, in Montreal. these are only a very few of the cries for help brought to our office daily. Some of the individuals who apply for assistance require direct financial aid, others, bringing a variety of social and emotional problems with them, are seeking a counselling relationship that will help them work their problems through to a solution. These problems usually arise from lack of work, illness, lack of community resources, and from dislocated personal or family relationships. Some come on their own initiative, some at the suggestion of others familiar with the agency's services.

When Mrs. B. comes to the agency for help, the policy of the agency is interpreted to her. Her eligibility for assistance with the Family Welfare Association is determined after some inquiry is made. Also, the service which the Family Welfare Association could offer Mrs. B. will be explained. Sometimes this will amount to direction in the community to the unemployed; he is a seasonal worker (labourer) and therefore not eligible for Unemployment Insurance. Because he is employable, he is also ineligible for assistance from the Family Welfare Association. During the interview, Mrs. B. jokingly says "... and even when he gets his pay, he doesn't give it to me." Upon further inquiry the worker discovers that Mrs. B's family has been helping financially since the beginning of the B. marriage, eight years ago. However, a serious marital problem is revealed throughout the first interview. Mrs. B's actual problem is clarified at this point and marital counselling service is offered. Her real problem is emotional, rather than financial.

The main goal of the case worker with the client is to enable him to lift himself from dependency, be it financial or emotional, to self-reliance. The tools that are used in helping these individuals to help themselves are the relationship which caseworker builds up with clients and her use of community resources. A great deal of emphasis is placed on the personal interview. Change is necessarily slow, particularly if it involves any adjustment in the human personality and we have to be prepared to go at the pace the client wants.

In addition, as part of casework service, there are many practical services, such as budgeting, helping a family on debt adjustments, arranging for training or retraining opportunities, homemaker service, helping older people to find a useful and satisfactory place in society, giving an understanding of family relationships.

(Continued on page 25)

IS THERE A NEED FOR A PHYSICAL EDUCATION GRADUATE SCHOOL IN CANADA?

by PAUL THOMAS, Dept. of P.E., Univ. of Saskatchewan

(The Postgrad is grateful to Gord McFarlane for making this article available.)

IT IS A well-known fact that many Canadians go to the United States each year to do graduate study in the various American Universities and Colleges, in the fields of physical education, health education, and recreation. Most of these people are high school and university teachers who take advantage of the graduate courses offered in the States during the summer vacation period. A large number consist of high school and college coaches who attend athletic coaching schools conducted in many institutions in the States. In many places these coaching schools count credit towards a graduate degree. Many people in the fields of health education, recreation, Young Men's and Women's Christian Association, Young Men's and Women's Hebrew Association and others also go to the United States for graduate work. Very often these people are granted leaves of absence to do such study and in some cases are even financed by their employer or organization.

According to a bulletin published by the Physical Fitness Division of the Department of National Health and Welfare, there were 170 undergraduate degrees in physical education granted in 1949, and 151 granted in 1950. In the last nine years, seven more Canadian Universities have instituted physical education courses, bringing the number of universities offering courses in physical, health, and recreation to nine. These are the University of Toronto, McGill University, University of British Columbia, University of Western Ontario, University of Saskatchewan, Queen's University, University of Alberta, University of Ottawa, and the newest one—McMaster University, which started a major programme this year. It is quite probable, therefore, that the number of undergraduate degrees in physical education now granted each year will be much higher than 151, and that this number will grow rapidly in succeeding years.

With these facts in mind, one might raise the question as to why our physical education graduates have to go elsewhere for further study, especially when there are so many of them. Why can they not get their graduate course in Canada? Why does Canada not have a graduate school in physical education?

There are many other reasons which can be used to substantiate the argument for a Canadian graduate school in physical education. The American school year is not consistent with the Canadian school year. In most cases, the American high school year is slightly shorter, and the university year longer than the Canadian counterpart. This can cause a great deal of confusion in making plans to do a summer session of work, or to go away for a semester of study. A Canadian graduate school could be set up so that there would be two ten-week summer sessions in addition to the regular academic year. These sessions would run for the twenty weeks from April to September. A university staff member could do full twenty weeks of study each year, if he so desired, and the high school teacher could take one of the ten week sessions. Workers in the field outside of education could take either the 10 or 20 week course, depending on how much time they could get away from their jobs.

One of the problems related to graduate study in American Universities is the dissimilarity between American and Canadian programmes of Physical Education. Methods can be taught that would apply to the ideal situations as found in most parts of the United States, but these same methods would not be suitable to most Canadian programmes where the situation is far from ideal. For example,

(Continued on page 22)

Is There a Need . . .

(Continued from page 21)

over 80% of the schools in the province of Saskatchewan are of the one room variety. Courses given in Canada by Canadians would be more beneficial to Canadian teachers because these people would have a better understanding of the problems that are peculiar to Canada.

The thinking in the States is different. Contrast the thinking behind the situation at Elkhart, Indiana, which, according to the Athletic Journal, has the "largest and best equipped high school gymnasium in the world", with the thinking in Ontario where the Minister of Education has cut out all grants-in-aid of the so called "frills of education" which includes physical education facilities.

Still another reason is that a graduate school in Canada would standardize the requirements for graduate degrees. As it is now, many graduate schools in the States will permit a person to do graduate work in physical education even though he does not have an undergraduate physical education degree and perhaps never even took an undergraduate physical education course. Furthermore, that person can graduate with a Master's degree in physical education taking the same course as a person who has an undergraduate physical education degree.

The primary reason for a graduate physical education school in Canada, as I see it, is to help physical education in Canada by keeping our physical education graduates at home. Many of the people who go to the States to do further study remain there after graduation and accept attractive offers to work in more ideal situations. These are the people we can not afford to lose because they are needed right here at home in order to improve the field in Canada and put it on a higher level.

This situation has caused the "Fitness Scholarships" to backfire. It was expected that the granting of these scholarships would help physical education in Canada by making graduate study in the States financially available to the better Canadian

(Continued on page 23)

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Is There a Need . . .

(Continued from page 22)

physical education graduates. The main stipulation in accepting these scholarships is that the receiver of the grant agrees to teach in Canada for a period of two years after having obtained his graduate degree. However, a large number of these recipients have failed to come back to Canada to teach for the two years. Of course, they have repaid the money, but that is not the purpose of the scholarships. Probably the Physical Fitness Division of the Department of National Health and Welfare could more nearly achieve their purpose if they put this money into the setting up of a Canadian graduate school of Physical Education.

Because of the great distances, there probably should be two such schools in Canada—one in the east, and one in the west. I would suggest one of the Ontario Universities and Alberta as the most logical spots. If this plan is not feasible, the school could possibly be set up so that it alternates from east to west each year.

The staff could be made up of outstanding physical educators, of whom there are many, supplemented with well-known American physical educators. The author has met several of these people who have expressed a desire to come to lecture in Canada for the summer and for a longer period if arrangements can be made. Why not take advantage of these people? It would make such a course very attractive.

A Canadian graduate school for physical education is much needed, and perhaps long overdue. Must we stand by and watch our good physical education graduates who go to the States for graduate work stay there and pick up jobs instead of coming back to Canada to improve our own field? It seems to me that as members of the Canadian Association for Health, Physical Education and Recreation, we should do something to remedy this situation.

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Psychology Grads...

(Continued from page 13)

Rose Wax, M.A., Columbia; graduate work in psychology and anthropology, Stanford University.

Lois Cameron (nee Walker), M.A., McGill; graduate studies at New York University.

Helen Mahut, M.A., McGill; continuing graduate studies at McGill.

Joseph P. Zweig, M.A., McGill; working for a Ph.D. at Columbia; lecturer at Sir George Williams College.

Sam Gelbfarb, M.A., McGill; graduate studies at the University of Minnesota.

Harold Zender, M.A., Swarthmore; graduate work at University of California.

Justin Ciale, Graduate studies at University of Montreal.

Jack Rosen, M.A., University of Connecticut.

Pearl Pepper, Graduate work, University of Connecticut.

Esther Wolofski, M.A., Columbia.

Margaret Holliday, Graduate studies, University of Texas.

G. M. Bloom, Graduate studies, University of Toronto.

H. W. Kirby, Graduate studies, University of Toronto.

This year the following students have been accepted for graduate work at the institutions mentioned below:

Ernest Feitler, Michigan State College, with an assistantship.

Louis Miller, University of Rochester, with a teaching fellowship.

Hyman Pomp, Columbia University.

Joseph Rubin, University of Toronto.

G. H. Gough, University of Iowa, Department of Speech, Pathology and Audiology.

Elliott Larman, University of Toronto.

Two partial students, who already had their degrees elsewhere and came to Sir George Williams College for psychology courses, have been accepted for graduate studies at McGill. These are *Mrs. Gerald Birks* and *Allan Paivio*.

Those whose names are omitted are invited to communicate with the College or the *Postgrad* indicating additional degrees and present position.

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Most individuals coming to the agency for assistance, come with some anxiety (just as they go to a doctor) and require sympathetic and understanding treatment.

When one thinks of a family welfare organization, due to the traditional background of the financial assistance program provided for the impoverished, there might be a tendency to think of it as only for the poor. However, in the past fifteen years, an increasing number from the marginal economic groups have sought help from the Family Welfare Association and persons of so-called higher educational, financial and social status have also asked for casework service.

There are certain problems which lie outside the control of the individual and which block his capacity to lead a satisfying and socially useful life. The agency and its workers participate as members of the Montreal Council of Social Agencies, in community activities leading towards the correction of community conditions causing ill effects to its members. For example, the Family Welfare Association supported the slum clearance program along with the other member agencies.

Peculiar to Montreal, in social work is the problem of segregation of services, as well as that of language. There is thus a need for harmonizing the differing philosophies and practices. The classical relations of majorities and minorities exist, making for fear, jealousy and rivalry. There are also many gaps in the existing program in both municipal and federal set-ups.

I find that working in the Montreal social work setting is both interesting and a challenging and I hope to be part of the development of the social work field here, as a member of the staff of the Family Welfare Association and the Canadian Association of Social Workers, Montreal Branch.

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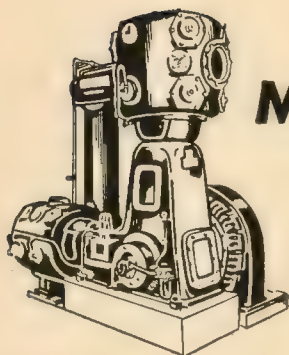
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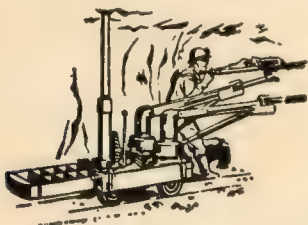
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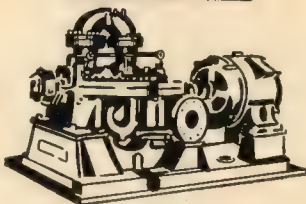
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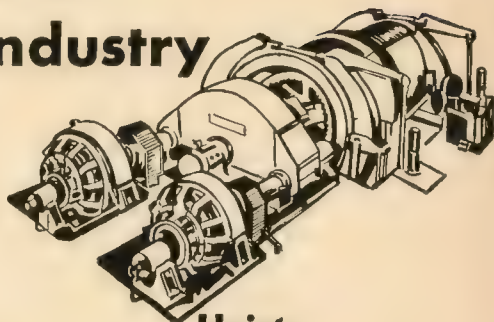
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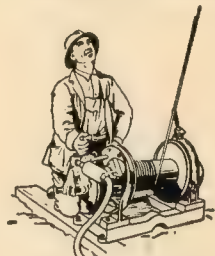
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SOME ASPECTS OF LITERATURE: 1850-1950

by Associate Professor NEIL COMPTON

"**F**OG EVERYWHERE. Fog up the river, where it flows among green aits and meadows; fog down the river, where it rolls defiled among the tiers of shipping, and the waterside pollutions of a great (and dirty) city. Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collier-brigs; fog lying out on the yards, and hovering in the rigging of great ships; fog drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of afternoon pipe of the wrathful skipper, down in his close cabin; fog cruelly pinching the toes of the shivering little prentice boy on deck. Chance people on the bridges peeping over the parapets into a nether sky of fog, with fog all round them, as if they were up in a balloon, and hanging in the misty clouds."

"riverrun, past Eve and Adam's, from swerve of shore to bend of bay, brings us by a commodious vicus of recirculation back to Howth Castle and Environs.

Sir Tristram, violer d'amores, fr'over the short sea, had passencore rearrived from North Armoriga on this side the scraggy isthmus of Europe Minor to wielder-fight his penisolate war: nor had topsawyer's rocks by the stream Oconee exaggerated themselves to Laurens County's gorgios while they went doublin their number all the time: nor avoice from afire bellowssed mishe mishe to tauftauf thuartpeatrick: not yet, though venisssoon after, had a kidscad buttended a bland old isaac: not yet, though all's fair in vanessy, were sosie sesthers wroth with twone nathandjoe. Rot a peck of pa's malt had Jhem or Shen brewed by arclight and rory end to the regginbrow was to be seen ringsome on the aquaface.

The fall (bababadalgharaghtakamminarronnkonnbronnntonnerronntuonnthunntrovarrhounawnskawntoohohoordenenthurnuk!) of a once wallstrait oldparr is retaled early in bed and later on life down through all christian minstrelsy."

The first quotation comes from the first page of Dickens' *Bleak House*, published in 1852. The second is the opening of James Joyce's *Finnegan's Wake*, first published in 1939. The purpose of both passages is similar—to establish the mood and theme of the works they introduce—but it is hardly necessary to observe that the resemblance stops at that point.

It is perhaps unfair to quote so mysterious a passage as that from *Finnegan's Wake* without venturing an interpretation, but I have juxtaposed Dickens and Joyce in this way, merely to establish the fact that a major revolution in literary technique took place between 1852 and 1939. The same point might be made in relation to music if we were to compare a quartet by Brahms (1833-1897) with one by Bartok (1881-1945); or, in relation to art, if we compared a painting by Corot (1796-1875) with one by Picasso (1881-). The purpose of this talk is to suggest, very sketchily, why art should have undergone such an extraordinary transformation—so extraordinary that the "man in the street" (if there is such a person) can display only blank incomprehension when confronted by typical examples of modern achievement in painting, music or literature. What has happened?

The passage from *Bleak House* is the work of a man who has not lost confidence in his environment. Though Dickens emphasizes the ugly or sordid aspects of urban life, he peoples the landscape with human beings, who go about their daily tasks in relative harmony with their surroundings. If the passage is a bit short on verbs, the impressions are nevertheless conveyed in an orderly grammatical pattern. There is never any doubt about the "meaning", and the author is so far

(Continued on page 29)

Scholarships for High School Students

Teachers may be of considerable assistance to their students by giving them information regarding available scholarships in Canada. This information can be obtained in two publications sold by the Information Services Division of the Dominion Bureau of Statistics: Reference Paper No. 55, 'Undergraduate Scholarships and Bursaries Open to Students Entering Canadian Universities', price 60c; Reference Paper No. 21, 'A revised list of postgraduate scholarships and fellowships open to Canadian university students', price 25c.

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P. 17!

The Association's New Secretary

Fortunate, indeed, is the Association in its latest secretarial acquisition. A charming voice, a pretty, friendly smile framed by blonde-gold hair, greet the visitor to the Association's cubby-hole in the caves of the Stanley Annex. Her name is Irma Mendelzys and she has a middle name — 'Helpful.'

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from intending ambiguities that he has deliberately subordinated every detail to the overwhelming evocation of fogginess.

By contrast, everything is ambiguous in *Finnegan's Wake* and all the meanings are multiple. The details of the first paragraph are mainly drawn from the topography of Dublin, but they are meant to do more than set a scene. "riverrun" is both the first word in the novel and the continuation of the last sentence. (The book ends "a long the.") *Finnegan's Wake* thus has no beginning and no end; its form is circular. "riverrun" also suggests the endless flow of time, a major theme of the novel. "Eve and Adam's" recalls the dawn of human history and the "fall" which is mentioned in the third paragraph, as well as referring to an actual church called "Adam and Eve's" on the banks of the Liffey near Dublin. "Commodious vicus of recirculation" describes the course of the river, and introduces the Latin form of the name of Giovanni Battista Vico (1688-1744), whose theory of history as a cyclical process ("recirculation") influenced Joyce. In the following paragraph are references to the story of Tristan (Tristram) and Iseult whose guilty love ("violer d'amores") is punned into association with a musical instrument (viola d'amore), to the story of Jacob, Esau and Isaac ("vernisssoon", kidscad"), to Jonathan Swift's friend Vanessa ("vanessy"), to Mark Twain's Tom Sawyer ("topsawyer"), to . . . but this is perhaps enough to establish the differences between the technique of Dickens and Joyce.

Now it is my belief that *Finnegan's Wake* is a gigantic failure—a magnificent one, too, worth dozens of more conventionally successful works—and that it symbolizes a withdrawal from life. Nevertheless, we cannot avoid asking the question: Why did Joyce feel impelled to write in such a different manner from Dickens? A satisfactory answer to this question would place me high in the ranks of contemporary prophets, so I hope that I shall be forgiven if my tentative suggestions seem less than adequate.

The passage from Dickens assumes both a "reality" which exists independently of either author or reader, and a system of values which they share in common. In *Finnegan's Wake* Joyce creates a "reality" of his own, and establishes his own patterns of relationship within it. In the world of Dickens' novels, there is such a thing as "objective fact"; in the world of *Finnegan's Wake* objectivity has no meaning.

One explanation for the difference is that between Dickens' time and Joyce's, a technological revolution took place. The rate of cultural change used to be so slow as to be hardly perceptible. To-day however, every decade brings some important alteration in our environment. Within the lifetime of our fathers, automobiles, machine guns, plastics, atom bombs, oil furnaces, electric mixers, radios,

(Continued on page 30)

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televisions, rockets—the list is almost inexhaustible—have all made their impact upon the western world. The revolution in communication techniques, alone, has made possible megapolitan cities, monolithic states, gargantuan corporations and periodicals whose circulations number in the tens of millions. It has brought into stispicious and embarassed proximity nations which, a hundred years ago, were hardly aware of one another's existence.

Enough people are professionally engaged in pointing out the undoubted blessings of this development. Our concern is with the less desirable consequences. The dynamic energy released and encouraged by technological development has acquired a self-perpetuating impetus of its own, which is not amenable to control by the traditional social pressures. Change has become a vested interest the least sinister manifestation of which is the automobile manufacturer's anxiety that we should never never drive a car which is more than two years old.

Now the capacity of the human organism to adjust to change, though considerable, is limited. Long ago, in his essay on Coleridge, John Stuart Mill (the very fountain-head of modern liberalism) pointed out that every man needs some rooted loyalty, some principle of permanence, if his response to life is to be meaningful and integrated. Most modern media of mass communication exist for the prime purpose of eradicating such attitudes. Since those who control them regard human beings as objects to be manipulated for the purpose of profit, their aim is to keep people on the move, both physically and spiritually, and so to serve the interests of expanded production (regarded as a good in itself) and fluidity both of market and labour force. There is no activity in such ill repute to-day as contemplation.

The continual re-adjustment required of anyone who lives in a large modern city constitutes, for those who attempt to keep their heads above the stream, an

(Continued on page 31)

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almost intolerable psychic strain; while, for those who are content to move with the crowd, it leads to the dissipation of communal ties, the loss of contact with healthy and natural modes of living. The organic community has given way to the anonymity of megapolis, and it is no accident that a sociological classic of our times is called *The Lonely Crowd*.

In spite of these facts; in spite of the revelation that the techniques of "civilization" can be turned to such barbarous uses as genocide, concentration camps and atomic warfare, the dominant philosophical tradition of our time continues to be liberal—that is, founded upon an optimistic assessment of man and his destiny. (For the sake of the record, I should, perhaps, say that, on the whole, I share this attitude.) If we turn to the characteristic artists of our time, however, we find that they tend to be pessimists and "reactionaries". They are prophets who remind us that the rosy visions of liberalism can only come true if we stop the rot which is destroying the foundations upon which all human achievement has hitherto been reared. Most of them do not believe that we will heed the warning. While the newspapers tell us of the brave new world of the day after to-morrow (which, of course, never comes), while we are told that untold mineral riches will make Canada a "great nation", W. B. Yeats insists that

"Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of a passionate intensity."

(Continued on page 32)



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He sees "some revelation" at hand, and expects an apocalyptic "second coming." But the new god will be different from the Christ child:

And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born?

Apocalypse of one kind or another is, in fact, the most consistent prediction of contemporary artists. Fifty years ago, the certainty of progress inspired many Utopian visions of the bliss in store for future generations. In their various ways, *News from Nowhere* (1891), *Looking Backward* (1888), *Erewhon* (1872), and *Back to Methuselah* (1921) all looked forward to the eventual triumph of human intelligence in some form of ideal state.

Today, visions of the future are less reassuring. *Brave New World* (1935), 1984 (1948), and *Love Among the Ruins* (1952) are nightmare visions of what things will be like if present trends are not arrested. H. G. Wells, whose prophetic vision of what science might accomplish for man culminated in the peaceful world state of *The Shape of Things to Come*, ended his literary career with *Mind at the End of Its Tether*, a book which argued that human life as we know it is soon to perish from the earth. Even the science comics assume that interplanetary life will merely offer enhanced opportunities for the sort of mayhem practised on earth.

The personal vision has become as pessimistic as the social. Tennyson hoped to meet his master face-to-face after he had "crossed the bar" of death; Browning professed to look forward to feeling the fog of death in his throat; but T. S. Eliot's vision of dissolution is less attractive:

(Continued on page 33)

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Not with a bang but a whimper.

For all these reasons, the typical modern artist is a lonely man. Isolation and exile are characteristic themes of our literature. Throughout centuries of history, the pressures of convention, tradition, loyalty and community provided a meaningful context into which his vision of human nature could be projected. Now that these have been largely dissipated, the artist has fallen back to the only reality available to him—himself. And, looking into himself (with the assistance of psychologists, neurologists, and anthropologists), he has found, not a rational microcosm such as the Elizabethans assumed, but an irrational and mysterious “id”. It is this savage and frightening “reality” which many artists exploit as a means of shattering the comfortable stereotypes and half-truths of twentieth-century mediocrity. This is the reality which Joyce endeavoured to present in *Finnegan’s Wake*, and which contrasts so oddly with the sharp impressions of physical appearances which Dickens evoked even when he was describing a fog.

Has the artist any answer to our dilemma? Most of them have thought that they had. Nevertheless, when one studies their “solutions”—Lawrence’s “blood”, Pound’s social credit, Eliot’s Christian society, Yeats’ mysticism, and so on—it becomes evident that their diagnosis of the disease is more impressive than their proposed cure. The artist’s business is with lived experience in all its concrete particularity. It is not his task to draw up blueprints for the future.

—Reprinted from “prism 1955.”

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THE WORST IS NOT

by JOSEPH COLUCCI

'The worst is not
So long as we can say, "This is the worst."'
King Lear

THE SPLENETIC humidity of the hot summer's night pulsed violently in the neat bedroom, relaxing the starched curtains, oppressively weighting the bedclothes. Suddenly, the air seemed to hover around him like a thick, tormenting perfume and he found himself in a dream.

The road ahead of him did not curve, it zig zagged in jagged fashion, forming acute angles. The land around him, treeless and grassless, tinged with reddish and yellowish earth, rose at intervals in black humps. Now he was walking off the road, heading towards one of the humps. Two red birds, large as hawks, swooped low towards him, then, a few feet above him, rose sharply into a glinting, gray sky. The earth under his feet was black and hard and the sound of his footsteps reverberated in the emptiness.

Above the black slate on the hot hill he could see the air dancing in grayish wraiths. The hill covered a cave whose opening was only partly hidden by a shining yellow rock. He stooped to look in. But the rock was at such angle that only one side of the entrance-way was visible to him—a gray-green wall faced him. He tugged at the rock and felt it give slightly. He strove harder, but the rock would move only an imperceptible degree. His efforts caused him to sweat, his hands slipped around the sharp edges of the rock and began to bleed. His breath seared his throat and he was about to give up, when the rock suddenly became top-heavy and tumbled end over end with echoing explosions down the hard hillside.

He staggered into the entrance-way and faced a grayish darkness. Slowly his eyes began to accustom themselves to the semi-gloom. He noted a low wooden table, some faded newspapers on the floor—a white-marbled floor—and in a corner, a shape. He entered and the shape rose. He looked into his own face.

A loud clanging noise made him turn. A gate of iron bars slid from the ceiling into recesses in the floor. He was cut off from the entrance-way. The shape uttered words, but he did not hear them. His twin's face, pale and strained, now slowly faded in the grayness.

Mr. Scarola, his music teacher, was beside him, singing "*Le Veau d'Or*" in altiloquent style. At the words '*et c'est Satan qui mène le bal*' Mr. Scarola slowed down and articulated deliberately. The aria ended suddenly and the teacher waved his arms at the student.

"*Ecco come si fa*. That is how you do it," he shouted.

The student pointed to the bars. "We can't get out," he shouted in turn, for the cave seemed to be filled with a harrowing, mechanical, roaring noise.

"What?" shouted the teacher. And disappeared.

The cave was listing, rocking like a harrassed lifeboat. "Mr. Scarola!" he shouted, "get me out!" He couldn't hear his own words.

Sotto voce, executive suite, chairman of the board, to govern, to control, administer and pull strings, sit in the chair, show the way, alla capella con brio vibrato, sforzando sforzando sforzando sforzando sforza sforza, this is the way the world ends not with a gong but a zither, set the primer, the long long primer, the great great primer, the small small pica, the piecea pie, the leetle leetle pie and the nonpareil, la lala! bravo bravissimo fortunatissimo into the telephone book rode the six hundred, six hundred, six hun . . . He was in another dream.

He came down the carpeted stairs from his bedroom and stopped at kitchenette entrance. His parents were seated at the table, eating. A shadow darkening the white table-cloth caught his gaze. He looked up and saw a body hanging from the

(Continued on page 35)

ceiling. It hung there, turning slightly, swaying a little over the bright white tablecloth and the plain brown breakfast dishes.

He wanted to utter a cry, but noticing his parents' apparent indifference he went to his place. The shadow touched his cereal bowl and slowly withdrew. He looked into his father's large, gray, somber face, but the parent's eyes remained fixed on his food. He turned to meet his mother's thin, bitter features, but she, too, kept her gaze downward. He felt ashamed, as if his noticing the body was a sinful act. He began to eat.

After a few minutes he could resist no longer. Keeping his face down, he tried to turn his gaze upwards to obtain some glimpse of the body. He saw the shoes and the ankles. The shoes were brown and pointed; the point brightly reflected the light. They were a young man's shoes, he decided. But the ankles, naked where the socks had slipped down, were caked with mud.

And now, a little flame of terror began to burn in his mind, for the sight of the shoes, swaying in mid-air, and the dirty ankles suggested an overwhelming obscenity, a state of degeneration beyond his comprehension. He looked down hastily and began to eat very quickly, swallowing large mouthfulls of cereal. Resolutely, he tried to concentrate his attention on the food before him. His parents continued to eat, paying no attention to him or to the body.
I must admit, I'm a little nervous."

His father looked up. "Now, look Leon. I know I should have briefed you a little more about your position and your duties. But you're my son, the president's son, the owner's son. You understand? You're not there to be liked or disliked.

And then the body began to bleed. First, one drop of blood fell, spreading over the linen table-cloth, and splattering one drop on the boy's plate. (In the dream, at certain intervals, he was a boy.) Another drop fell on his mother's dish, and a large dark-red drop splattered on the edge of his father's dish.

The parent continued eating while terror and panic spread within him. His gaze went higher, higher, until he looked into the body's face. It hung there, above him, gray-white, with the revolting indifference of unconsciousness. Then he screamed, for it was his own face.

He woke.

His father's large bulk almost filled the narrow kitchenette as he sat at the table waiting for the eggs which Leon's mother was about to bring from the main kitchen. Leon took his place beside his father.

"Good morning, Dad." He tried to keep the weariness and edgy uncertainty out of the greeting.

Leon's father looked up from the paper and grunted a greeting. "You look like hell this morning," he added.

"I don't feel very well," the son answered. "Had a miserable night. And besides,

(Continued on page 36)

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The Worst Is . . .

(Continued from page 35)

You're at the plant to run it alongside me. It's the largest printing plant in Canada; it's mine, and it will be yours. All you have to remember is to make a decision and stick to it, taking all the responsibility for the consequences, good or bad."

Leon's mother entered. A harassed smile played at the ends of her thin lips, as she served the eggs. She turned to her son. "Lizzie hopes you like the eggs. It's a cheese omelette like your father's."

Leon nodded absently, observing his father had more to say.

"Leon, you've had a lot more schooling than I've had. McGill, Lausanne, Sorbonne. Frankly, I don't know what you got out of all those art degrees. Mother often told me you were writing, or painting, or even singing. I want you to realize that running our printing plant and owning it will not give you much time for arts and hobbies. It's a full-time responsibility. If you want to sing, you can join the church choir."

The father leaned his big frame forward. The huge body seemed to cover the table. "Leon, let's not discuss it now. You're starting at the plant this morning and you've got to set your mind to business."

The two men continued the rest of the meal in silence. When they were almost finished the mother rose and pressed the chauffeur's buzzer.

Later father and son entered the office and the older man gravely performed the introductions. These continued for more than two hours before Leon's father took the son to the room which had been freshly prepared for him. The father pointed out the tape-recorder and the pertinent library.

"Well, your secretary will be giving you some work shortly," his father stated. "I've got work of my own to do."

He stepped out of the room and gently shut the door. As the latch slid into its recess, Leon heard a loud, clanging noise

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